

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Kyrene Monte Vista School

Kyrene Elementary District
15221 S. Ray Road, Phoenix, AZ 85048-8999

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Dr. Georgia A. Shimkus

Schedule: 7:45 AM to 4:15 PM

Web Address: www.kyrene.k12.az.us/schools/monte_vista/mvs.

E-mail: gshimk@kyrene.org

Grades: Pre-K-5

2002 Enrollment: 638

Phone: (480) 783-1500

Fax: (480) 759-4918

▼ School Overview ▼

Mission

The mission of Kyrene Monte Vista is to provide its members with opportunities to achieve excellence by providing a safe, nurturing, and respectful learning environment that encourages lifelong learning and builds valuable citizens. Fulfilling our mission requires a commitment from parents, students, staff, and other community members working together.

Organization and Philosophy

- w Nurturing Environment
- w Parental Involvement
- w Classroom Learning Communities
- w Continuous Improvement

Instructional Programs

- w Art/PE/Music Programs
- w Gifted Resource Program
- w Self-contained K-5 Classrooms
- w Special Education Program
- w All-day Kindergarten Classes
- w Afterschool Enrichment Classes
- w Structured English Immersion
- w Special Programs Preschool

School/Academic Goals

- w To increase student achievement in the area of reading by challenging and supporting each student through differentiated content, products and instructional strategies.
- w To increase student achievement in writing by challenging and supporting each student through differentiated content, products and instructional strategies.
- w To promote and achieve positive relationships, high staff productivity, and high staff morale.
- w To increase student achievement in math by challenging and supporting each student through differentiated content, products and instructional strategies.

Enrollment

October 1, 2001 School Year Student Enrollment: 704

Accepting New Students in 2002-03 Under Open Enrollment Law²: Yes

Number of Students Attending Under Open Enrollment in 2001-02: 47

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 3 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Chart Vision, Mission, School Philosophy
 w Consider Issues Important to the School
 w Advise the School Principal
 w Review School Goals and Annual Plans
 w Promote Positive Public Relations

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	1.00	Teacher Aide	10.50

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	3	2	0	0
10 or more years	10	18	0	0

▽ Shared Responsibilities ▽

School

The staff at Kyrene Monte Vista is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff is committed to creating a supportive and challenging learning environment in which academic excellence is achieved. To this end, staff will communicate regularly with parents regarding the learning progress of each child; and staff members are available to meet with parents to discuss special concerns.

Parents

Parents are expected to have their children at school rested, ready to learn and on time each day and to provide a place for children to do homework. Parents also are encouraged to attend school functions, communicate frequently with their child's teacher, support their child's learning and monitor their child's progress. Parents may visit their child's classroom, spend time working in school, volunteer their expertise to help improve their school and serve on school and district committees.

▽ Transportation Policy ▽

The Kyrene School District provides bus transportation for elementary students who live more than a mile from school, or who live where there are hazards such as major arterial streets and/or intersections. (Policy reference EEAA.) Students who behave inappropriately shall be disciplined and may lose bus privileges. For safety reasons, parents are encouraged to supervise their children at the bus stop.

∨ Calendar Information ∨

Number of Instruction Days: 177 **First Day of School:** 8/12/02
Average Daily Instruction Time: 6 hrs. 5 min. **Last Day of School:** 5/28/03
Operates on Traditional Schedule

Report Card Release Dates

10/28/02

1/13/03

3/31/03

5/28/03

Additional Calendar/Report Card Information

Conferences are held once in the fall and once in the spring. Ongoing parent contact is also encouraged by the school on an informal basis as needed.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No

Lunch - Yes

Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Library/Media Center

W Multipurpose Room

W Computer Labs (2)

W Music Room/Art Room

Extracurricular Activities

W Kyrene Kids Club Child Care

W DARE Program

W Phoenix Parks and Recreation Program

W Boy Scouts

W Student Council

W Afterschool Enrichment Activities

W Chess Club

W Girl Scouts

School/Community Resources

W Kyrene Kids Club Before School Care

W Phx. Parks and Recreation (Afterschool)

W Parent Classes

W Kyrene Kids Club After School Care

W Kyrene Community Education Classes

W Parent/Teacher Organization (PTO)

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Achievement is consistently above national and district averages on the Stanford 9 Achievement Test in reading, language and math. All grade levels consistently score above or at the district average on district Criterion-Referenced Tests.</p> | <p>W All students have access to computer labs in which they are provided instruction. Teachers and students have access to several workstations in each classroom. All workstations have Internet access and current software.</p> |
| <p>W Consistent high parental involvement and participation in school events and parent/teacher conferences. Consistent high level of parent satisfaction with the school, its teachers, and programs.</p> | <p>W Continuation of the reading fluency lab. The lab assists students in the upper grades with their reading fluency. The continuation of an on-site literacy specialist to assist all grade levels, especially the K-3 students, in literacy instruction.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	6.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.9 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.1 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Student Poetry Winners at the District Level	2002
Mountain Lion Pride Awards (Internal)	2002
Proud Principal Awards (Internal)	2002

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	128	554	1%	2%	40%	58%
	State	58840	524	9%	17%	45%	29%
Writing	School	125	589	1%	0%	59%	40%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	127	566	1%	6%	24%	69%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	134	522	7%	8%	55%	30%
	State	61305	505	21%	20%	43%	15%
Writing	School	130	557	0%	15%	52%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	134	531	4%	19%	15%	62%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	93	84	60	--	--	--
2	Reading	--	--	--	96	71	50	96	76	52	98	76	53	99	76	57
	Language	--	--	--	100	68	40	97	72	43	100	69	44	94	68	48
	Mathematics	--	--	--	100	76	51	95	80	55	100	81	57	99	79	61
3	Reading	96	78	47	96	75	47	94	76	48	99	82	50	96	75	50
	Language	97	77	49	98	75	51	95	78	54	99	83	56	96	79	57
	Mathematics	96	79	46	98	81	49	95	82	52	99	85	54	98	83	56
4	Reading	93	77	53	96	84	54	97	82	54	93	80	55	91	81	55
	Language	96	69	47	100	73	49	99	73	48	93	74	50	92	73	50
	Mathematics	94	77	51	100	82	54	99	83	55	94	80	57	91	78	58
5	Reading	96	77	51	100	74	51	98	80	51	90	78	51	96	74	53
	Language	97	65	42	100	66	44	98	73	45	91	71	45	97	72	47
	Mathematics	97	84	51	100	84	54	99	91	55	91	88	57	99	85	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	77
Grades 3-4	71	62
Grades 4-5	61	87
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Playground supervision before and after school, at lunch recess; duty supervisors wear orange vests to identify themselves; staff and students practice building evacuation, lock-down drills, fire drills during the school year; school doors are locked at all times; all visitors check-in at the office during school hours and are required to wear a visitor badge; students are taught and reinforced for using Life Skills; schoolwide discipline plan with an emphasis on positive discipline.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,604	\$1,936,221
Classroom Supplies	\$45	\$33,628
Administration	\$454	\$337,304
Support Services-Students	\$204	\$151,897
Other Support Services and Operations	\$654	\$486,544
Total Expenditures- All Categories 2000-2001	\$3,962	\$2,945,594

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Georgia Shimkus	(480) 783-1500	
Transportation Policy	Chuck Keane	(480) 783-4230	
Community Resources	Brenda Nichols	(480) 759-6762	
School Nutrition Programs	Lynn Hansen	(480) 783-4260	
Parent Organization	Lani Ferguson	(480) 783-1500	
Student Health/Nurse	Judy Seyfarth	(480) 783-1584	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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